

## Course Syllabus

1	<b>Course title</b>	Teaching and Learning a Second Language
2	<b>Course number</b>	2201753
3	<b>Credit hours</b>	3
	<b>Contact hours (theory, practical)</b>	3
4	<b>Prerequisites/Co-requisites</b>	-
5	<b>Program title</b>	Master's Degree in Linguistics
6	<b>Program code</b>	011
7	<b>Awarding institution</b>	The University of Jordan
8	<b>School</b>	School of Foreign Languages
9	<b>Department</b>	Department of English Language and Literature
10	<b>Course level</b>	Graduate
11	<b>Year of study and semester (s)</b>	2023/2024, First Semester
12	<b>Final Qualification</b>	MA
13	<b>Other department (s) involved in teaching the course</b>	
14	<b>Language of Instruction</b>	English
15	<b>Delivery method</b>	<input checked="" type="checkbox"/> Face to Face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
16	<b>Electronic platform(s)</b>	<input checked="" type="checkbox"/> E - Learning <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	<b>Issuing/Revision Date</b>	December 2023

### 18 Course Coordinator

Name: Dr. Basem Al-Raba'a  
Office number:  
Phone number:  
Email: b\_al-rabaa@ju.edu.jo  
Office Hours:

### 19 Other instructors:

Name:  
Office number:  
Phone number:  
Email:  
Office Hours:

### 20 Course Description:



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	planning and instructional strategies for teaching a second language.																			
3	Foster an inclusive and culturally responsive learning environment for second language learners.						X						X		X		X			X
4	Assess and evaluate second language proficiency using appropriate assessment tools and techniques.		X	X									X		X		X			X
5	Utilize technology and digital resources to enhance second language teaching and learning.		X										X		X		X			X
6	Reflect on personal teaching practices and adapt instructional approaches based on learner needs.						X	X						X		X		X		X

## 22. Topic Outline and Schedule:

Week	Lecture	Topic	Intended Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Overview of language teaching	1-5	Synchronous Lecturing, Forums	Midterm + Term Paper	Chapter 2: A Century of Language Teaching
2	2.1	Communicative approaches	1-5	Synchronous Lecturing, Forums	Midterm + Term Paper + Presentations	Chapter 3: Contextualizing Communicative Approaches
3	3.1	Principles of teaching	1-5	Synchronous Lecturing, Forums	Midterm + Term Paper + Presentation	Chapter 4: Teaching by Principles

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4	4.1	Curriculum and course design	1-5	Synchronous Lecturing, Forums	Midterm + Term Paper + Presentations	Chapter 9: Curriculum and Course Design
5	5.1	Planning	1-5	Synchronous Lecturing, Forums	Midterm + Term Paper + Presentations	Chapter 10: Lesson Planning
6	6.1	Teaching techniques	1-5	Synchronous Lecturing, Forums	Midterm + Term Paper + Presentations	Chapter 11: Techniques, Textbooks, and Materials
7	7.1	<b><u>Midterm</u></b>	1-5	Synchronous Lecturing, Forums	Midterm	Assigned material
8	8.1	Using technology in teaching	1-5	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	Chapter 12: Technology in Language Learning and Teaching
9	9.1	Teaching listening and speaking	1-5	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	Chapter 15: Teaching Listening Chapter 16: Teaching Speaking
10	10.1	Teaching reading and writing	1-5	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	Chapter 17: Teaching Reading Chapter 18: Teaching Writing
11	11.1	Teaching grammar and vocabulary	1-5	Synchronous Lecturing,	Final + Term Paper	Chapter 19: Teaching

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				Forums	+ Presentation s	Grammar and Vocabulary
12	12.1	Assessment	1-5	Synchronou s Lecturing, Forums	Final + Term Paper + Presentation s	Chapter 20: Language Assessment: Principles and Issues Chapter 21: Classroom- Based Assessment
13	13.1	Learning and teaching	1-5	Synchronou s Lecturing, Forums	Final + Term Paper + Presentation s	Chapter 1: Language, Learning, and Teaching
14	14.1	Language acquisition	1-5	Synchronou s Lecturing, Forums	Final + Term Paper + Presentation s	Chapter 2: First Language Acquisition
15	15.1	Language acquisition	1-5	Synchronou s Lecturing, Forums	Final + Term Paper + Presentation s	Chapter 3: Age and Acquisition
16	16.1	<b><u>Final</u></b>	1-5	Synchronou s Lecturing, Forums	Final	Assigned Material

- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting; discussion
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. field study 8. term papers, 9. student portfolio, 10. final exam

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### 23 Evaluation Methods:

Opportunities to demonstrate achievement of the CLOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Course Learning outcome	Period (Week)	Platform
Term Paper	15	The student's choice	1-6	1-16	E-Learning
Presentations	15	The student's choice	1-6	1-16	On campus
Midterm Exam	30	1-7	1-6	1-7	On campus
Final Exam	40	1-16	1-6	1-16	On campus

### Rubric for presentation tasks:

Criteria	15	12	10	8	6-0
<b>Subject Mastery</b>	Full knowledge of the topic is demonstrated and any questions from the audience are correctly answered and explained. A thesis is presented.	Understanding of the topic is demonstrated and most of the questions from the audience are answered correctly. A thesis is presented.	The content shows some understanding and comprehension of the topic, but questions from the audience aren't answered correctly. A thesis is somewhat presented.	The presentation has some information about the topic, but is mostly based on clichés and basic knowledge. No thesis is presented.	The presentation doesn't show any knowledge of the topic, it's short and has basic or no foundation. No thesis is presented.
<b>Organization</b>	It is presented in a logical, interesting sequence, and effective way that can be followed easily.	It is presented in a logical sequence which can be followed fairly easily.	The presentation is somewhat difficult to follow but the general idea and timeline is understood.	The presentation is difficult to follow because it jumps back and forth and it is difficult to understand.	The presentation has no sequence of information and is not understood.
<b>Delivery</b>	Maintains eye contact, doesn't read from notes,	Maintains eye contact throughout, rarely reads	Maintains eye contact, reads from notes occasionally,	Occasional eye contact, mostly reads from notes, speaks	No eye contact is made, reads from notes, a lot of mumbling and

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	speaks loud with inflection, pronounces all words correctly, and is very effective and engaging.	from notes, speaks with inflection, pronounces most words correctly, and is somewhat effective and engaging.	speaks loud enough, pronounces some words correctly, and is somewhat effective and engaging.	quietly and mispronounces.	mispronunciation, and speaks quietly.
<b>Creativity</b>	Presentation is unique and innovative, with visual aids that are effectively used to support or demonstrate the content. The focus chosen is original and inspired.	Presentation's information is highlighted with visual aids that are used in an interesting way. The focus chosen is original.	Presentation is interesting, but unoriginal and there's a presence of visual aids that somewhat support the content. The focus chosen is somewhat interesting, but obvious.	Presentation is not unique or interesting, but uses of visual aids in a somewhat interesting way. Little or no interest is conveyed in the focus chosen.	There is no true focus which leads to poor or no creativity. There are no visual aids.

### 24 Course Requirements

Students should have the assigned textbook.

### 25 Course Policies:

- A- Attendance policies:
- B- Absences from exams and submitting assignments on time:
- C- Health and safety procedures:
- D- Honesty policy regarding cheating, plagiarism, misbehavior:
- E- Grading policy:
- F- Available university services that support achievement in the course:

### 26 References:

- A- Required book(s):  
Brown, H. D. (2014). *Principles of Language Learning and Teaching* (6<sup>th</sup>ed.). New York: Pearson Education.

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Brown, H. D. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (4<sup>th</sup> edition). New York: Longman.

### 27 Additional information:

Name of Course Coordinator: Dr. Marwan Jarrah Signature: ----- Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----